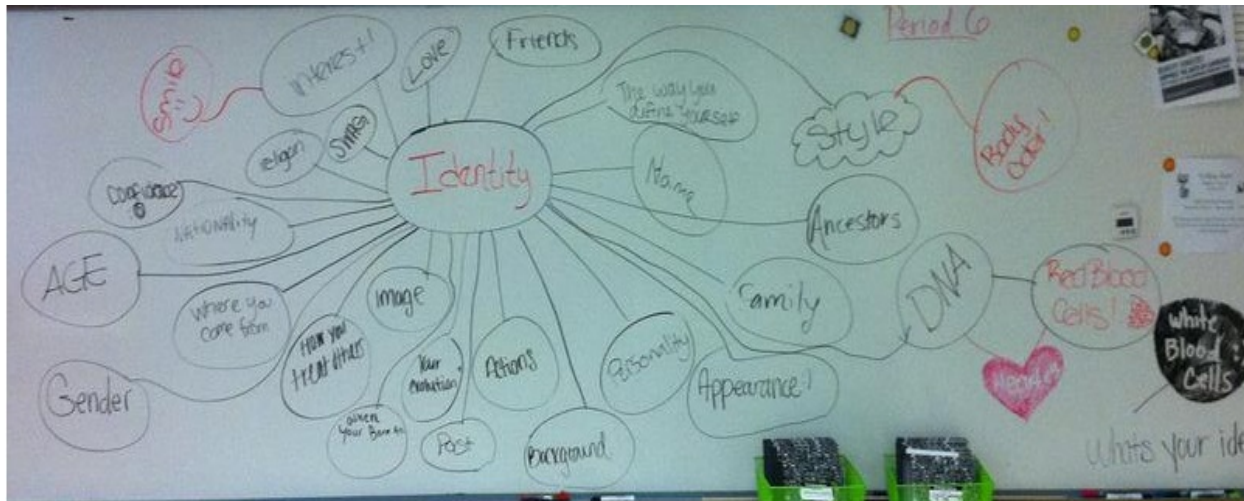


The value of identity of course is that so often
with it comes purpose. ~Richard Grant

This year in Honors English 1 we have explored many factors that influence a person's identity. In September, we made a web of these factors and wrote about the many components of our own personal identities.



Then, we examined certain factors in depth through various fictional and informational texts. We looked at the differences between internal and external identity. We analyzed how gender, race, age, sexuality, family background/upbringing, geographical location, and culture shape who we become. We found links between who we are and what we consume, and we reflected on the origins of our beliefs.

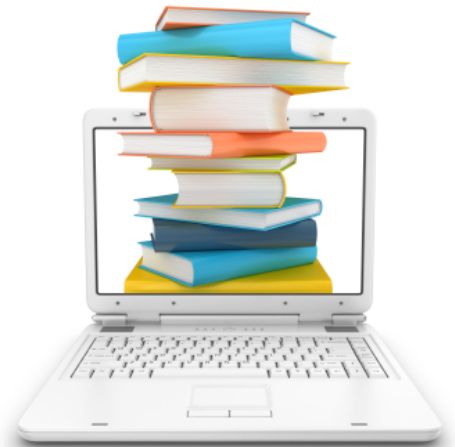
Who we are influences how we engage with others, the role we play in our communities, and the difference we make in the world. For your final project, you will **reflect on what you have learned about your personal identity, and explain how your knowledge of who you are (and what makes you who you are) informs the role you will play in various communities.** As you prepare this assessment, consider the following questions:

- What defines you? What has made you who you are today?
- How do you express your identity?
- Is your identity just about you?

- Once you have defined yourself and your place in the world, what is your responsibility to others?
- What will your verse—your contribution to the world—be, and how will you make it happen?

You will address these ideas in a typed, double-spaced, five page essay in MLA format. In the essay, spend an equal amount of time focusing on your personal identity as you do discussing your role and responsibility in various communities (school community, family, city, country, etc.).

Your essay must reference at least three other sources. You can decide what these sources are, but I encourage you to think about incorporating texts we have studied this year—from novels, to informational texts, to shorter articles and poems. The type of source you include is also at your discretion. Maybe you will include a quote from a work of fiction that you think defines you. Or perhaps you will include a statistic from a credible website that supports your ideas about your responsibility to a particular community. Whatever you choose, there must be three sources, they must be well tied into your overall essay, and they must be cited properly.



Finally, you will present your work during the last week of school. You will not read your entire paper verbatim, but instead will create a unique and creative presentation that highlights the main ideas of your paper. Your presentation must include some kind of visual component, and I highly encourage you to incorporate technology in this regard. You could make a video similar to the belief statement videos we viewed in class, you could make your own video, or you could use something like a PowerPoint or Prezi to serve as a visual reference as you present your ideas orally. Regardless of the format, your

presentation must be 3-4 minutes long (you'll be stopped at 4 minutes) and should be well-rehearsed (or well-edited if pre-made).

The paper is due for all students on Wednesday, June 13th. Presentation times will be staggered throughout the week and names will be drawn randomly to sign up for slots. Both elements of the final assessment will be scored based on the attached rubrics.

Essay Scoring Rubric

Requirement	Exceeds Standard	Meets Standard	Does Not Meet Standard	Points
	<i>25-30 points</i>	<i>20-25 points</i>	<i>0-20 points</i>	
Content	Essay reveals exceptional insight and introspection. The components of your identity and the role you will take in the world are both thoroughly explained. Three or more sources are cleverly incorporated.	Thoughtful reflection on and a thorough explanation of both the components that make up your identity and the role you will play in the world moving forward. Multiple sources used to support or clarify ideas.	Lacks deep reflection, insight, or support/explanation of who you are and the place you will take in the world. Outside sources are not incorporated or do not effectively support the ideas presented.	____/30
	<i>10 points</i>	<i>7-9 points</i>	<i>0-6 points</i>	
Word Choice and Voice	Words convey exceptional sense of personality. Creative use of analogies, metaphors, humor, etc. to describe your personal learning and growth.	Written in standard English, less formal and more personal than the scholarly paper, but still appropriate and professional in style. Few repetitions in word selection. Voice is appropriate and functional for audience and purpose.	Uses slang or inappropriate language. Repeated use of limited vocabulary. Voice and tone is inappropriate for audience and purpose.	____/10
Organization	Structure is obvious, logical, and complete, with paragraphs, transitions, and supporting details effectively employed. Structure fits the topic and content. Components of the essay are seamlessly woven through the piece and easily identifiable	Organization shows planning with a clear beginning, middle, and end. Logical or chronological order is functional. All components are easily identifiable.	Organizational scheme is not apparent, or is confusing and detracts from the essay's readability. Some components are missing or difficult to find.	____/10
		<i>5 points</i>	<i>0-5 points</i>	
Length and Format		Essay is 5 pages long, and meets all MLA requirements. All sources are properly cited.	Too short or does not meet MLA requirements. Sources not cited or not cited properly.	____/5
Fluency	Consistently strong and varied sentence structure. Effective transitions make reader eager to continue.	Variety of sentence structure. Functional transitions move the reader along.	Repetitive simple sentences. Many sentence fragments or run-on sentences. Few or awkward transitions.	____/5
Conventions	Errors in punctuation, spelling, and grammar are almost non-existent.	A few errors in punctuation, spelling, and grammar.	Many errors in punctuation, spelling, and grammar impacting readability and comprehensibility of the essay.	____/5

Presentation Scoring Rubric

	<i>10 points</i>	<i>7-9 points</i>	<i>0-6 points</i>	
Presentation of Knowledge and Ideas	Student presents information and ideas clearly, concisely, and logically so that listeners can follow the line of reasoning and organization. Development, substance, and style of presentation are appropriate to purpose, audience, and task.	Student presents information and ideas logically so that listeners can follow the line of reasoning and organization. Development and substance are appropriate, but may be lacking stylistically or creatively.	Student fails to present information and ideas clearly, concisely, and logically so that listeners can follow the line of reasoning and organization. Presentation lacks development, substance, and style.	____/10
Oral Presentation Skills	Speech eloquently maintains a formal style and tone in relation to task. Student demonstrates command of formal English. Student maintains eye contact with the audience and confidence is evident in body language.	Speech maintains a formal style and tone in relation to task for most of the presentation. Student demonstrates a general command of English language and maintains eye contact for most of presentation.	Speech fails to maintain a formal style and tone. Student fails to demonstrate command of formal English as needed, and does not maintain eye contact or confident body language.	____/10
Use of Visuals and/or Media	Student makes strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) or other creative visuals in the to enhance audience's understanding and make the presentation more interesting.	Good use of digital media or other creatively developed visuals to enhance the audience's understanding of overall ideas. Visuals may have a couple errors but are comprehensible.	Visuals are not incorporated or do not serve to enhance the audience's understanding of or interest in the presentation. Visuals may be hard to read, disorganized, or full of errors.	____/10
		<i>5 points</i>	<i>0-5 points</i>	
Preparedness / Length of Presentation	Student is completely prepared and has obviously rehearsed the presentation. Audio-visual components are well-edited and easy to access. Student delivers the presentation within the allotted time (3-4 minutes)	Student is completely prepared but needs more rehearsal prior to delivery. Audio-visual elements may be a bit choppy or difficult to access. Student delivers presentation within 1 minute of allotted time.	Presentation is too long or too short. Student is unprepared and a lack of preparation is clearly evident. Audio-visual components do not function properly or are incomplete.	____/5

Total: